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# The Classical Weekly

VOL. XIV

NEW YORK, APRIL 11, 1921

No. 21

## THE TRAINING OF COLLEGE TEACHERS OF LATIN

In *School and Society*, February 26 (13.268-270), Mr. Frederick M. Foster, of the University of Wyoming, has an article entitled *A Course of Study for the Training of College Teachers of Latin*. He begins by explaining that this paper is an attempt to make more concrete an article on *The Training of College Teachers*, which he contributed to *School and Society*, November 30, 1920 (12.475-478). Professor Foster outlines his course as follows:

High School			
Usual four year classical course.			
Freshmen			
First Semester		Second Semester	
Reading	— 3 hr.	Same	
Composition	— 1 hr.		
Electives	— 12 hr.		
Sophomore			
Reading	— 3 hr.	Same	
Adv. Comp.	— 1 hr.		
Psychology	— 3 hr.	Educational Psychology	
		3 hr.	
Electives	— 9 hr.	Same	
Junior			
Reading	— 3 hr.	Same	
Roman Civilization	3 hr.	Same	
Principles of Teaching	3 hr.	Methods in Secondary Education	3 hr.
Electives	— 5 hr.	Same	
Senior			
Reading	— 3 hr.	Same	
Methods of Teaching			
High School Latin	1 hr.		
Observation of Teaching (H. S.)	— 5 hr.	Practise Teaching (H. S.)	5 hr.
Electives	— 4 hr.	Same	
First-year Graduate			
History Latin Literature	— 3 hr.	Same	
Psychology of College Students	— 3 hr.	Methods of Teaching College Students	3 hr.
History of Philosophy	3 hr.	Same	
History of Education	2 hr.	Same	
		Observation of College Teaching	5 hr.
Second-year Graduate			
Practise Teaching College Students	5 hr.	Same	
Introduction to Methods			
Research (Latin)	1 hr.		
Tests and Problems	3 hr.		
Roman Influence	3 hr.		

On this proposed course Professor Foster then makes the following observations:

It will be observed that much emphasis is placed on the training of the prospective teacher in the methods of teaching high-school Latin and in the practise of secondary teaching. The reason for this is twofold. In the first place, a thorough knowledge of secondary education is essential for a college teacher as freshmen do not differ materially from high-school seniors. Secondly, one tends to find himself in high-school teaching, *i.e.*, to try out his theoretical knowledge with actual teaching problems under good supervision and to get a thorough grounding in forms and syntax. This foundation of teaching experience may be gained at the same time that funds are being laid up for the graduate work here outlined. The course in Roman civilization is intended to comprehend instruction in social life, the place of Rome in the civilization of the world, and kindred topics. In the senior year the course in methods of teaching high-school Latin should be given by a member of the Latin department who has had training in secondary education and experience in high-school teaching. Where such work is given to-day, the instructor is frequently one who *thinks* that he is competent. The observation and practise teaching should be done in the university high school under the immediate supervision of both the department of Latin and the department of education.

The graduate work brings in two courses which are not being given in any of our universities, as far as I am able to discover, *viz.*, the psychology of college students, and the methods of teaching college students. The reason for this fact is, doubtless, that so far no attention has been paid to the undeniable truth that college teachers need training as much as do secondary or elementary teachers. Students who enter college are largely post-pubescent and as such demand a method of treatment which differs from that accorded to pubescents. The fact that these students are more largely a selected group than are high-school students calls for particular attention and the data accumulated from the growing use of mental tests in the place of entrance examinations will be of assistance in the proper classification and teaching of these students. Every college student is a potential leader and should have training towards this possibility. The methods of teaching college subjects also differ from the methods of teaching high-school subjects. Though freshmen do not differ materially from high-school seniors, the college man develops rapidly owing both to his time of life and to the influences by which he is surrounded. Therefore instruction should range from the carefully supervised drill of the first year to the comparative freedom accorded to the fourth year. This work should be accompanied by the observation of the teaching of college Latin in the second semester. No apology need be given for the introduction of the course in the history of philosophy, for no one should leave college without having had such a course.

In the second graduate year comes an opportunity for the prospective teacher to put into practise his theory of teaching college students gained both from observation with its accompanying criticism of the work of others and from his teaching experience in secondary schools. This teaching should again be under the supervision of both departments. In the course in methods of research the student is given an

introduction to actual work in the major fields of Latin research, such as epigraphy, palaeography, text criticism, etc., with the idea that he should gain an acquaintance with each of these fields so that he may be able to comprehend the published work of others in its bearing on his work as a college teacher. The course in tests and problems has as its end an acquaintance with modern educational tests and measurements, their bearing on the improvement of instruction, and the desirability of devising tests for college subjects; the problems have to do with experimental problems in college teaching. The course on Roman Influence should deal with the influence of Rome on the modern world, an almost endless course and one demanding an encyclopaedic knowledge on the part of the instructor.

This course of study will not produce a research specialist but the world will not be a loser. Instead, it will produce a person vitally interested in the teaching of Latin for its own sake, one who has secured more training in teaching than there is at the present time, one who will never fall into the category of the "dryasdusts" who have brought Latin and Greek to the position which they now hold. It will help to remove from colleges the stigma that the poorest teaching that exists is now protected by the college walls. It will thereby justify itself.

Every attempt to be concrete deserves the warmest commendation, whether one approves it in the large, or not, and however much one may take exception to it in detail. It has seemed worth while, therefore, to bring Professor Foster's attempt to be concrete pretty fully to the attention of all readers of *THE CLASSICAL WEEKLY*, that they may think about it, and, if they feel so disposed, express themselves in its columns on the subject.

Meanwhile, one or two observations occur to me. On the whole, it would seem to me personally rather regrettable that a person should study Latin in College, from first to last, only with respect to the professional use of Latin later, to the making of a living out of Latin through the teaching of that subject. Professor Foster nowhere suggests that the would-be College teacher of Latin should study Latin with any notion that such study might contribute, in his case, to the making of a proper life, in addition to the mere making of a living. As far as I can make out, nowhere does Professor Foster suggest that the student of Latin should really make every effort to learn as much Latin as possible. In particular, the would-be College teacher of Latin, brought up under Professor Foster's scheme, would, in his two years of graduate study, devote extremely little time and attention to the mastery of Latin itself. He does not say, for instance, whether the course on the "History Latin Literature 3 hr.", in the first year of graduate study, should be conducted in English only, or should consist of readings in a miscellaneous array of Latin authors. I notice one other very serious and lamentable omission—the failure to mention a knowledge of Greek as in any sense part and parcel of the preparation of the would-be College teacher of Latin.

I seem to detect an inconsistency in Professor Foster's talk about the nature of College students. At one

time he appears to talk of them as if they are not really different from High School students (therefore the would-be College teacher of Latin must take a course in methods of teaching High School Latin, must 'observe' the teaching of High School Latin, and do 'practice teaching' of Latin in the High School). At another time Mr. Foster seems to think of the College student as very different from the High School pupil (hence the would-be College teacher of Latin must have a brand new course, the psychology of College students, must study methods of teaching College Students, and 'observe' the College teaching of Latin) I note that Mr. Foster does not actually advocate 'practice teaching' of Latin in College as part of the graduate work. He ought, in logic, so to do, at least while he believes that the College student is different from the High School student.

Finally, I may remark that Professor Foster's last paragraph was to me particularly interesting. I am growing desperately weary of such declarations as his—whether they are made by Professors of Education, by College and University Presidents, or by persons who know absolutely nothing about the teaching of Latin, in School and College, as that teaching is conducted to-day—to the effect that the one reason in the world for the position in which Latin and Greek find themselves to-day is bad teaching of them in the past. I doubt, myself, very much whether in the kind of course which Professor Foster outlines the would-be teacher of College Latin would find the inspiration which would prevent him or her from falling "into the category of the 'dryasdusts' who have brought Latin and Greek to the position which they now hold"—assuming that the dryasdusts are alone responsible for that position. However, I did not mean to indicate my own impression of Professor Foster's proposals. I meant rather to bring them to the attention of the readers of *THE CLASSICAL WEEKLY*.

C. K.

#### A CLASSIFICATION OF THE SIMILES IN THE ARGONAUTICA OF APOLLONIUS RHODIUS

While the student of the *Argonautica* of Apollonius Rhodius is inevitably reminded throughout the poem of Apollonius's debt to Homer, that indebtedness is nowhere more apparent than in his use of simile. A careful study of the similes of the *Argonautica* specifically and of their relation to those of Homer has already been made. Professor Charles J. Goodwin, in his dissertation, *Apollonius Rhodius, His Figures, Syntax, and Vocabulary*<sup>1</sup>, discusses the number of the similes, the relative frequency of their occurrence, and their general range; and Maximilianus Schellert, in his dissertation, *De Apollonii Rhodii Comparationibus*<sup>2</sup>, has treated the subject very fully and satisfactorily, including an exhaustive study of Homeric parallels.

<sup>1</sup> Johns Hopkins dissertation, 1891.

<sup>2</sup> Dissertation at Halle, 1885.